

# The Causes of University Violence at Al-Bayt University and the Proposed Solutions to Reduce Them from the Perspective of the Students Themselves

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## Abstract

This study aimed to uncover the causes of university violence related to the administration and policy of the university, faculty members, and the personality of the student at Al-Bayt University from the perspective of the students themselves and their degree of appreciation for the importance of the causes of violence and the proposed solutions of reducing them in the areas related to the administration and policy of the university, And the student's personality attributed to variables (school year, place of residence, type of admission). Also, what are the proposed methods to reduce the phenomenon of university violence at Al-Bayt University from the students' perspective. The study sample consisted of (300) students from Al Al-Bayt University randomly selected. To answer the study questions, the frequency and percentages of the personal variables of the study sample, the Means and the standard deviations were used for the responses of the study sample members for all fields of study. MANOVA to detect the differences between the mathematical averages of the fields of study according to the personal variables, in addition to the use of ANOVA to detect the differences between the mathematical averages of the study instrument according to the personal variables. The study showed that there is a high degree in the fields of (politics and management of the university, personal and academic) in Al-Bayt University from the perspective of students while there is a middle degree in the proposed methods to reduce the phenomenon of student violence in Al-Bayt University from the students' There were statistically significant differences in the proposed methods of addressing university violence from the perspective of the students themselves according to the variable (school year). There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in all fields of study and tool as a whole. University page for parents The students' affairs to follow up their academic and behavioral achievement.

**Keywords:** university violence, students, university

## Introduction

Educational institutions, including universities, are responsible for the development and advancement of society through the emphasis on freedom, independent thinking, the search for truth and commitment to values and good morals in all aspects of life. The Jordanian universities as an educational institution have until recently been an example of disciplined where The faculty member has all the appreciation and respect, in addition that the student is the first concern of diligence and scientific achievement, until the picture changed in the present time, the university has sometimes become a battlefield to attack the student on his colleague, and arrived at some students directly assault on some faculty members and their property. It is certain that the entry of violent behavior in the university community will have many negative repercussions. It prevents the universities from fulfilling their true mission for which they were there. It is to make the student's personal value in a safe environment, Not to engage in violent behavior and become a negative student practicing violence in his university and society, which requires the intervention of researchers and stakeholders in universities and society to contribute to solving this problem.

His Majesty King Abdullah II intervened directly in an attempt to find out the causes of this problem and solve it when he proposed a royal vision in 2013 to diagnose the phenomenon of violence and identify its causes and develop solutions and treatment programs to preserve national unity and community peace, and then intervene again at the end of 2016 where he said His Majesty during a meeting with the heads of public universities "University violence is a red line and must be stopped by bearing the responsibility of the heads of universities, faculty and other responsibilities to raise the level of the new generation and enable it to play its role in facing challenges away from university violence." (Algad, 2016)

Al-Bayt University as one of the Jordanian universities suffers of this phenomenon every course, especially as it exists in a predominantly tribal environment. This puts a greater burden on dealing with the phenomenon of violence that has afflicted Jordanian universities lately.

Violence is any manifest or veiled act, direct or indirect, material or moral, directed to inflict harm on oneself or on another, or on a group or on a property (Mokhtar, 1992)

Violence is a deliberate act of intention to inflict harm, damage, or damage to objects or property, private or public or civil or governmental institutions through the use of force. Violence is a highly emotional behavioral response that may involve a decrease in the level of thought (Fayed, 2006)

Violence, including physical violence, violence against property, as well as sexual exploitation and psychological violence. We note that these forms of violence may all appear together in a single case of violence, such as verbal violence, And may appear in two or more forms in one case, they are not separate from each other. (Zeyadah, 2007)

Kayaskar says "University students are in a transitional stage between adolescence and mentality, and they have special patterns of psychological stress that they face in their lives, which are facing the pressures of examinations, competition for success, some sexual problems, and students with friends,". Psychological, social and tribal and societal intolerance in their society, without sufficient social or emotional support from their families, all these problems make the students with high levels of pressure leading to violence.

In addition to these personal and societal reasons related to the individual and his society, Hussain (2007) and Al-Mukharez (2006) reported that there are academic and administrative reasons for university and reasons related to university regulations and laws, interaction between students and faculty members and the role of university security in dealing with students. The lack of a sound vision in universities is one of the main reasons why a student is forced to behave improperly, as he is unaware of or does not care about the consequences of this behavior, which may result in depriving him of a scientific qualification , Include a generous living.

Dr. Al-Adwan, Dean of Student Affairs at Al-Balqa Applied University, said that the main reasons for the university violence are related to students' admission policy. He said that he saw through his work that the imbalance in the entry of a large number of students in different faculties is not qualified to be university students in terms of their rates. In addition to the system of examinations in these colleges is not different in essence and preparation for the examinations of school students, as well as the absence of the proper quality of the real extracurricular activities in some universities and therefore led to void the cause of spoiling and unloading energies in the face of desired. Disciplinary sanctions against practitioners of this behavior (violence) in accordance with the laws of the system collide tribal pressure from their relatives on the administrations of the universities to cancel or abrogate them. He presented a number of proposals, the most important of which is the need for universities to approve courses related to the social service of students of humanitarian faculties in coordination with civil society institutions so that students can perform this service to meet the requirements of success. (Aladwan,2013)

Therefore, the universities should take administrative and academic measures to counter university violence by reviewing the university regulations and instructions and not subject to moderation and nepotism in their implementation, and intensifying the role of the Deanship of Student Affairs by increasing the number of workshops and student clubs and granting students the freedom to express their opinion. The fact that he uses the violence to express his opinion and prove his personality, and do not overlook the important role of the faculty member, which is a role model for the student in all his behavior, the university professor to treat the students a sound educational treatment and focus on scientific research in courses In order to benefit the student does not find free time to look for violence at the university.

### **Problem of the study**

The problem of the study stems from the observed repeated violent behavior in each semester at Al-Bayt University and through the direct exposure to personal property and recognizing the seriousness of this phenomenon to students, faculty members, the university environment and the local community, The phenomenon to identify the causes and develop appropriate solutions from the perspective of students who are the basis in making of behavior for this negative phenomenon.

### **Study Questions**

- 1-What are the causes of university violence related to the administration and policy of the university, the faculty members, and the personality of the student at Al-Bayt University according to the perspective of the students themselves?
- 2- Are there statistically significant differences ( $\alpha=5\%$ ) at the degree of appreciation of the students of Al-Bayt University for the importance of the causes of the phenomenon of violence and for the methods proposed to limit them in the fields that related to the administration and policy of the university, Acceptance policy, and the student's personality due to variables (level of study, place of residence, policy of admission)?
- 3- What are the proposed methods to reduce the phenomenon of university violence at Al-Bayt University of the students' point of view?

### **Objectives of the study**

This study aims at revealing the causes of university violence at Al-Bayt University and the proposed solutions from the students' perspective and whether there are statistically significant differences due to variables (place of residence, level of study, type of admission).

### **The importance of study**

The importance of the study is the only one applied to the students of Al-Bayt University to find out the causes of university violence and to develop the proposed solutions for this at the same time of the students' perspective themselves. And The only study on university violence at Al-Bayt University after the announcement of His Majesty King Abdullah II in 2016: University violence is a red line and must be stopped and work and cooperation with all stakeholders should be done in 2017".

### **Terminology of study**

University violence: means any behavior to harm others (students, faculty members, university employees), or damage to existing university property, or violation of university regulations and laws, where this violence may be physical, material, psychological or moral.

Students: Al- alBayt University students who study in the second semester of 2016.

### **Determinants of the study**

This study is determined by the sample conducted by the students of Al-Bayt University in the academic year 2016/2017 as determined by the research tools and the variables that included them.

### **Previous studies**

Al-Mukharez (2006) conducted a study aimed at investigating the causes, forms and prevalence of student violence in public universities and the role of the Deanship of Student Affairs in dealing with this phenomenon from the perspective of the administrative officials in these deanships. The study sample consisted of (33) administrative officials and 117 members of the student council in a number of universities. The study found that the violence spread moderately in these universities. The reasons attributed to the faculty members ranked first and the reasons that belong to the university administration ranked second To the students and then the external reasons, from the perspective of the members of student councils

Damra and Al-Ashqar (2008) conducted a study aimed at identifying the causes of university violence and the proposed solutions from the perspective of the students of Irbid University. The sample consisted of 340 university students. The results showed that sectarian intolerance and student elections and lack of awareness of the importance of laws is one of the main causes of violence. The results showed that activating the role of university security, establishing good relations among students, developing problem solving skills and implementing law are among the most important measures to reduce violence

Al-Sarayra (2009) conducted a study aimed at uncovering the causes of student violence in secondary schools directed against teachers and administrators. A sample of 645 students, 100 administrators and 200 teachers was conducted. The results of this study showed that violence was moderate, First, then the reasons for school and then the psychological reasons for the students and their families

Shweihat and Akroosh (2010) conducted a study aimed at identifying the causes of university violence from the perspective of the students of the public universities, numbering 2100 students. The results showed that the most important reasons for violence in universities are the weakness of the personal skills of the students and the social background of the students

Al-Subaihi and Al-Rawajfa (2010) conducted a study aimed at identifying the participation of students in violence within universities, and its relation to the variables of the academic level, the cumulative rate, specialization, gender and income. The sample of the study consisted of 1000 students from the University of Jordan. The results showed that there is a statistically significant relationship between the participation of students in violence, level of education, specialization, cumulative rate, gender, income and cultural background, indicating that the most contributing factor to violence is intolerance to the clan and relatives The university and their lack of confidence in the future

In the study of Almomany, Hatamlah and Tashtosh (2013) about "The causes of violence among students of the University of Science and Technology in Jordan in the light of some variables" was used the descriptive analytical method, where the measure of causes of violence was developed (52) figure. The results of the study were (2000) students. The results of the study indicate that the most factors causing the violence are the family factors followed by the educational, media and psychological factors. The results also showed statistically significant differences in the average violence due to gender variable in favor of males. The results of the study indicated that the most violent students were the fourth year students followed by the third and the second and the first, and the results did not show significant differences Statistical data attributed to the variable academic estimate and the college variable.

In a study conducted by Khuraisat and Jarwan (2015), the aim was to find out the level of student violence among the students of Al-Husn University College of Applied University, and whether this level varies according to the gender of the student and his academic specialization. The sample of the study consisted of (267) male and female students from the University of Al-Balqa Applied University in the second semester of the

academic year (2013-2014) The results of the study showed that the level of student violence was low, and there were no individual differences in the impact of sex on the level of student violence, while the physical dimension was found according to sex variable and for males. The results also showed statistically significant differences in the level of student violence according to specialization variable Administrative Specialization

At (2016) Abu naier study aimed at exposing the phenomenon of university violence and the role of universities in reducing the decline from the perspective of the members of the faculty in Jordanian universities. The study community may be members of the teaching staff at the Princess Rahma University College. The study sample consisted of (49) faculty members. The study followed the analytical descriptive method. A questionnaire was developed consisting of (48) paragraphs. The study showed that there were no statistically significant differences due to the gender of the faculty member, and there were no statistically significant differences Attributable to the academic rank.

The study agreed with the study of Damra and Al-Ashqar (2008), as well as the study of Al-Subeehi and Al-Rawajfa (2010), that the most important factor contributing to the violence is the intolerance of the clan and the relatives.

While the results of this study differed with the study of Mukharez (2006), which indicated that the most important causes of violence that ranked first are related to faculty members, and second, the reasons related to the administration of the university and finally to the students.

In contrast to this study completely, which included the reasons related to the administration of the university in the first place and then related to students and finally related to faculty members. Also differed with the study of Sarayra (2009), where the reasons related to the student himself ranked last.

In contrast to the study of Momani, Hattamlah and Tashtoush (2013), there were statistically significant differences in the causes of violence due to the variable of residence. In contrast to this study, the variable of residence did not have a statistically significant effect on the causes of violence.

The study also differed with the study of Damra and Al-Ashqar (2008) that the most important measures in reducing violence are activating the role of security and establishing good relations among students and developing problem solving skills. This study is the most important of the procedures is the dissemination of an electronic portal for students' Prepare a code of conduct signed by elders and community leaders not to mediate for anyone who participates in university violence.

### The study sample

The study sample consisted of (300) students from Al al-Bayt University, randomly selected. Table (1) shows the distribution of sample members according to the study variables.

Table (1): Distribution of sample members according to the study variables

Variables	Category	Frequency	Percent
Type of admission	Competition	171	57.0
	Private alimony	45	15.0
	Various honors	84	28.0
	Total	300	100
Study level	First	33	11.0
	a second	99	33.0
	Third	117	39.0
	Fourth	51	17.0
	Total	300	100
Place of residence	City	150	50.0
	Visible	120	40,0
	Countryside	30	10,0
	Total	300	100

Table (1) shows the following:

-As for the type of admission variable, it is noticed that Al-Bayt University students who were accepted within the system of competition are the highest in percentage (57%), while those who are accepted in the parallel system are the lowest frequency (15%).

-For the variable of the study level, we see that the third year students are the most frequent percentage (39%), while the first year students are the least frequent percentage (11%).

-As for the variable of residence, we note that Al-Bayt University students who live in the city are the most frequent percentage (50%), while those living in the countryside are the least frequent by percentage (10%).

### Stability of the study instrument:

In order to ensure the stability of the study instrument, it was applied two times by two weeks to a sample of 24

students from Al-Bayt University who were selected from outside the original sample. The Pearson correlation coefficient was calculated between the two applications to extract the stability of the return. Table (2) shows this. The equation of stability of the tool (Kronbakh Alpha) was applied to all fields of study and instrument as a whole, and Table (2) shows this.

Table (2): Alpha Cronbach coefficients for the study fields and instrument as a whole

Number	Fields	Number of paragraphs	coefficient of Kronbach alpha	coefficient of repetition stability
	Policy and management of the university	28	,90	,89
	Personal field	20	,87	,85
	Academic field	10	,86	,83
	Methods proposed for the treatment of university violence from the perspective of the students themselves	23	,91	,88
	<b>Total</b>	<b>81</b>	<b>,94</b>	<b>,92</b>

Table (2) shows that Kronbakh's alpha coefficients ranged between 0.86-0.91, the highest of which was the proposed methods of treating university violence from the students' point of view, the lowest for the academic field, and the Kronbach alpha coefficient of 0.94-0.91. All stability coefficients are high and acceptable for the purposes of the study, where the stability coefficient (Kronbach Alpha) is acceptable if it exceeds (0.70).

Stability coefficients ranged from 0.83 to 0.89. The highest coefficients were in the area of politics and university administration, the lowest was for the academic field, and the coefficient of stability of the return of the instrument as a whole was 0.92. All return stability coefficients are high and acceptable for the purposes of the study, where the coefficient of return stability is acceptable if it exceeds( 0.70).

#### Correction of scale:

The questionnaire consisted of (81) paragraphs, where the researcher used the Likert scale for the fifth grade to measure the opinions of the study sample members, and was always given (5), often (4), sometimes (3), rarely (2) (1) In response to the answer that reflects the degree of their approval, and the following classification was based on the calculation means. -

- Less than 2.33 low
- from 2.34 to 3.66 medium
- From 3.67 to 5.00 high

#### Statistical processing:

To answer the study questions, the following statistical treatments were used through the Statistical Package Program (SPSS):

- Frequency and percentages of personal variables of the sample of the study.
- Kronbakh alpha coefficient for all fields of study and Pearson correlation coefficient for extraction of repeatability.
- The means and the standard deviations of the responses of the sample of the study sample for all fields of study.
- Manova to detect the differences between the mathematical means of the study fields according to the personal variables.
- Analysis of variance (ANOVA) to detect the differences between the mathematical means of the study instrument according to personal variables

#### View results

This section presents the results of the study aimed at identifying the phenomenon of university violence at Al-Bayt University. The results will be presented based on the study's questions.

Results related to answering the first question: What are the causes of student violence at Al-Bayt University related to university administration and policy, faculty members, and student personality from the perspective of Al-Bayt University students

To answer this question, the means and standard deviations were calculated for each paragraph of each area and area as a whole, and the tables below illustrate this.

### Field 1: Policy and University Management

Table (3): The means and standard deviations of the policy area, university administration and area as a whole (n = 100)

N	Paragraph	Mean	standard deviation	Rank	Class
1	There is no electronic portal for students' parents to follow their children	4.20	0.96	1	High
2	The sense of inequality when applying university instructions	3.86	1.39	20	High
3	The moderation and patronage values are common among administrators	3.92	1.14	14	High
4	The administrators deal with the lack of respect and respect with the students.	4.06	1.05	6	High
5	Routine procedures in solving academic problems for students	4.06	1.16	6	High
6	The lack of clarity of the sanctions instructions at the university	3.90	1.16	16	High
7	Non-implementation of disciplinary measures under the pressure of the medium	4.18	1.10	2	High
8	Lack of opportunities for students to meet students' affairs .	4.03	1.12	9	High
9	Failure to follow up the Deanship of Student Affairs to complain to students	3.75	1.10	23	High
10	Lack of adequate social guidance	3.99	1.19	11	High
11	Lack of adequate services for students	4.04	0.97	8	High
12	Lack of places for extracurricular activities to fill the leisure time for students	3.87	1.23	19	High
13	There are no programs for voluntary work for students within the university	4.15	0.95	4	High
14	Lack of lectures and workshops to develop social skills and promote values.	3.72	1.18	5	High
15	Lack of space of freedom through which the student expresses his opinion	4.12	1.02	5	High
16	Lack of the number of university security personnel to confront the violence.	3.65	1.10	26	Medium
17	Lack of clarity of responsibility of security personnel on campus.	3.24	0.91	28	Medium
18	The inefficiency of university security personnel in dealing with students' problems.	3.75	1.45	23	High
19	Security personnel neglect their duties in maintaining security on campus.	3.79	1.17	22	High
20	Allow those who have no official work to enter the university.	3.95	0.98	13	High
21	Admission Policy and Low Acceptance Rates at the University.	3.81	1.14	21	High
22	Inappropriate application of students' admission exceptions.	3.91	1.22	15	High
23	Admission Policy Students are required to attend specializations they do not wish to study.	4.16	1.14	3	High
24	Higher fees for university hours	3.88	1.24	17	High
25	Complexities of registration system and difficulty of procedures.	4.00	1.17	10	High
26	Complexities of procedures for the withdrawal of materials and their addition.	3.99	1.29	11	Class
27	Non-implementation of disciplinary measures under the pressure of the medium.	3.88	0.99	17	High
28	Non-discrimination between university security function and university guard.	3.63	1.47	27	High
Field of Policy and university management as a whole		<b>3.91</b>	<b>0.61</b>	-	High

Table (3) shows that the mathematical means of the policy area and university administration ranged between (3.24-4.20), the highest of which is paragraph (1), which states that "there is no electronic portal for parents of students to follow up their children" (7), which states that "disciplinary measures are not carried out under pressure of means" with an mean of (4.18) and high, and then paragraph (23), which states: "Admission policy, students have to enroll in specializations they do not want to study" With mean (4.16) and a high score, and lastly paragraph (17) which states" blurred responsibility of men For security on campus "an arithmetic mean (3.24) and moderate degree, and the arithmetic mean of the policy and management of the university as a whole (3.91) and high degree.

**Field 2: the personal sphere**

Table (4): The means and the standard deviations of the personal and domain domains as a whole (n = 100)

N	Paragraph	Mean	standard deviation	Rank	Class
1	weakness of religion	3.80	1.29	9	High
2	Students were influenced by political ideas from outside the university	3.58	1.03	14	Medium
3	Feeling tired after the distances between the different buildings of the university	4.45	0.78	2	High
4	Weak loyalty to university values	3.85	1.07	8	High
5	Drug spread	3.14	1.15	19	Medium
6	The suffering of leisure time	3.71	1.36	12	High
7	Mixing between genders	3.90	1.28	6	High
8	Disintegration of the family	3.39	1.31	18	Medium
9	Psychological problems suffered by students	3.77	0.95	11	High
10	Companion of bad companions	3.68	1.21	13	High
11	Lack of self-confidence	3.41	1.08	17	Medium
12	The sense of camouflage when participating in a problem within the university.	3.80	1.19	9	High
13	The weakness of motivation to study in students	4.09	1.03	4	High
14	Academic low and cumulative mean of students	3.89	1.20	7	High
15	Sense of desire to use violence to disrupt lectures	3.52	1.23	16	Medium
16	Problems of off-campus transportation	3.98	1.21	5	High
17	Problems of transportation on campus	4.38	0.94	3	High
18	Feeling loyal to the tribe / city / village.	4.48	1.04	1	High
19	Not getting enough cash from the family to the student.	3.55	1.29	15	Medium
20	Obtaining excess expense.	2.82	1.31	20	Medium
Personal field as a whole		<b>3.76</b>	<b>0.63</b>	-	High

Table (4) shows that the mean means for the personal field clauses ranged between (2.82-4.48), the highest of which is paragraph (3), which states that "the loyalty of the tribe / city / village" is at a high mean (4.48) (17), which stipulates "problems of transportation on campus" with an mean of (4.38) and a high degree, and at the rank of The last paragraph (20), which states that "obtaining surplus expenditure" with an mean of (2.82) a medium degree. Mean of personal field profile as a whole is (3.76) high degree

### Field 3: the academic field

Table (5): The means and standard deviations of the academic field and the whole area (n = 100)

N	Paragraph	Mean	standard deviation	Rank	Class
1	1 - not involve students in serious research	4.07	1.01	1	High
2	2 - Lack of interest of academics to the problems of students.	3.82	1.00	2	High
3	3. The weakness of the academic guidance process	3.83	1.06	3	High
4	4 - not to deal with students educationally	3.55	1.08	8	Medium
5	5. Lack of justice in some students in the assessment of students	3.78	1.12	5	High
6	6. Strictness in dealing with students academically	3.66	1.05	6	Medium
7	7. Failure to record attendance and absence on a regular basis	3.21	1.13	10	Medium
8	8 - Failure to implement the penalty of deprivation of those who exceed the limit in the absence.	3.65	0.99	7	Medium
9	9. Weak dialogue skills between students and faculty members.	3.43	1.13	9	Medium
10	10 focus only on the academic side without attention to the development of the personality of the student.	3.88	1.18	2	High
The academic field as a whole		<b>3.69</b>	<b>0.71</b>	-	High

Table (5) shows that the academic means for academic subjects ranged from (3.21-4.07), the highest of which is paragraph (1), which states that "students are not involved in serious research" with an mean of 4.07 and a high score, 10), which states that "focusing only on the academic side without attention to the development of the student personality" with an mean of (3.38) and high degree, and then paragraph (3), which states "weak academic guidance process" with an mean (3.83) and high, The last paragraph (7), which states "non-obligation to record attendance and absence on a regular basis" with an mean of (3.21) and to an intermediate degree, I arithmetic mean of the academic field as a whole (3.69) and high degree.

The results of the second question: Are there significant differences at the level of significance ( $\alpha$  0.05 0.05) in the degree of appreciation of the students of Al-Bayt University for the importance of the causes of the phenomenon of violence and the methods proposed to reduce them in the areas related to the administration and policy of the university, faculty members and student personality attributed to School year, place of residence, type of admission?

To answer this question, MANOVA was applied to detect the differences between the arithmetic means in the study fields according to the following variables (school year, place of residence, type of admissions) and ANOVA to detect differences between the means in the tool As a whole depending on these variables, the tables below illustrate this.



Table (6): The mean and standard deviations of the study fields according to the variables (school year, place of residence, type of admission) and the tool as a whole

Field	variable	Categories	Arithmetic mean	standard deviation
The proposed methods to address university violence from the perspective of the students themselves	school year	First	3.15	0.86
		a second	3.35	0.74
		Third	3.81	0.63
		Fourth	3.76	0.54
	Place of residence	City	3.62	0.71
		Visible	3.49	0.67
		Countryside	3.72	0.95
	Type of admission	Competition	3.60	0.69
		Parallel	3.72	0.73
Various honors		3.45	0.77	
Policy and management of the university	school year	First	3.87	0.44
		a second	3.92	0.67
		Third	3.98	0.57
		Fourth	3.75	0.66
	Place of residence	City	3.94	0.51
		Visible	3.90	0.63
		Countryside	3.82	0.92
	Type of admission	Competition	3.96	0.62
		Parallel	3.83	0.61
Various honors		3.84	0.59	
Personal domain	school year	First	3.45	0.64
		a second	3.77	0.55
		Third	3.75	0.71
		Fourth	3.96	0.51
	Place of residence	City	3.83	0.60
		Visible	3.64	0.65
		Countryside	3.88	0.62
	Type of admission	Competition	3.85	0.48
		Parallel	3.62	0.96
Various honors		3.66	0.65	
Academic field	school year	First	3.88	0.58
		a second	3.43	0.63
		Third	3.85	0.81
		Fourth	3.70	0.57
	Place of residence	City	3.83	0.71
		Visible	3.56	0.67
		Countryside	3.50	0.80
	Type of admission school year	Competition	3.71	0.65
		Parallel	3.34	0.77
Various honors		3.83	0.76	

Table (6) shows that there are apparent differences between the mean responses of the study sample members in all fields of study according to the following variables (school year, place of residence, and type of admission). In order to know the statistical significance of these differences, , And table (7) shows that.

Table (7): Results of the Multiple Variability Analysis (MANOVA) to detect differences in the fields of study according to variables (school year, place of residence, type of admission)

Variable	the pattern	Total squares	Degrees of freedom	Mean squares	Value "F"	indication "F"
<b>school year</b> Value Wilkes Value (0.611) F (4.016) Sig (0.00)	Proposed methods of addressing university violence	6.301	3	2.100	4.442	0.006
	Policy and University Management	0.754	3	0.251	0.660	0.579
	Personal domain	2.661	3	0.887	2.408	0.072
	Academic field	3.550	3	1.183	2.598	0.057
<b>(Place of residence)</b> Value Wilkes Value (0.855) F (1.816) Sig (0.077)	Proposed methods of addressing university violence	0.769	2	0.384	0.813	0.447
	Policy and University Management	0.073	2	0.036	0.095	0.909
	Personal domain	2.162	2	1.081	2.935	0.058
	Academic field	1.765	2	0.883	1.938	0.150
<b>(Acceptance type)</b> Value Wilkes Value(0.837) F(2.075) Sig(0.041)	Proposed methods of addressing university violence	0.306	2	0.153	0.324	0.724
	Policy and University Management	0.323	2	0.161	0.423	0.656
	Personal domain	1.284	2	0.642	1.742	0.181
	Academic field	1.715	2	.8580	1.883	.1580
<b>Error</b>	Proposed methods of addressing university violence	43.500	292	0.473		
	Policy and University Management	35.082	292	0.381		
	Personal domain	33.892	292	0.368		
	Academic field	41.902	292	.4550		
<b>Total corrected</b>	Proposed methods of addressing university violence	51.057	299			
	Policy and University Management	36.274	299			
	Personal domain	38.708	299			
	Academic field	49.646	299			

\*Statistical significance at the level of significance ( $\alpha \leq 0.05$ )

Table (7) shows that there are no statistically significant differences ( $\alpha \leq 0.05$ ) in all fields of study according to variables (school year, place of residence, type of admission), where "F" values did not reach statistical significance; Proposed to address university violence from the perspective of students themselves according to the variable school year)

To find out where differences are in the proposed methods of treating university violence from the perspective of students themselves according to the variable (year of school), the Scheffe test was applied to the post-comparisons, and Table 8 illustrates this.

Table (8): Scheffe test results for post-comparisons in proposed methods of addressing university violence according to the school year variable

Suggested methods to address university violence	Arithmetic mean	The first	second	Third	Fourth
First	3.15	-	,2 -	,66*-	,61*
a second	3.35		-	,46-	,41-
Third	3.81			-	,5-
Fourth	3.76				-

Table (8) shows that the differences in the proposed methods of dealing with university violence from the students' perspective according to the variable (school year) were among the first, third and fourth year students and for the third year students with an mean of 3.81 and the fourth year on mean (3.76), while the mean for first year students was 3.15, and there were no statistically significant differences between the other academic years.

ANOVA was also applied to detect the differences between the means in the instrument as a whole according to the variables (school year, place of residence, type of admission), and Table 9 illustrates this.

Table (9): ANOVA results to detect differences in the tool as a whole according to variables (school year, place of residence, type of admission)

Variable	Total squares	Degrees of freedom	Mean squares	Value" F"	indication" F"
school year	1.273	3	0.424	1.913	0.133
Address	0.428	2	0.214	0.966	0.385
Type of admission	.3640	2	.1820	.8220	.4430
The error	20.394	292	.2220		
Total corrected	22.370	299			

Table (9) shows that there are no statistically significant differences ( $\alpha \leq 0.05$ ) in the tool as a whole according to the variables (school year, place of residence, and type of admission) Where "F" values did not reach the statistical significance level.

### Results for answering the third question:

What are the proposed methods to reduce the phenomenon of student violence at Al-Bayt University from the students' point of view?

To answer this question, the means and standard deviations were calculated for each paragraph of proposed methods to reduce the phenomenon of student violence and the field as a whole. Table 10 illustrates this.

Table 10: The means and standard deviations of the suggested method paragraphs to reduce the phenomenon of student violence and the field as a whole (n = 300)

N	Paragraph	Arithmetic mean	standard deviation	Rank	Degree
1	Designing an electronic portal for parents of students to follow up their academic and behavioral achievements	4.16	0.97	1	High
2	Preparation of a student code of conduct approved by the students themselves signed by the students and their parents upon admission to the university	3.69	1.09	9	High
3	A meeting with the parents of the new students in each faculty on the one hand, with the presence of an educational specialist at the beginning of the semester to raise awareness of educational methods to follow up their children at the university.	2.74	1.86	23	Medium
4	A course of practical ethics is compulsory and a field university is required to serve the community on the ground and is interested in the good morals of the student.	3.17	1.24	22	Medium
5	Allocate the beginning of each lecture to talk and emphasize the high morals of good	3.38	1.20	17	Medium
6	Issuing a law calling for the separation of every university student participating in any quarrel.	3.22	1.26	21	Medium
7	Conducting workshops to educate students about tribal priorities and warn against their negative aspects.	3.74	1.19	8	High
8	Encourage students to participate and join student councils, clubs, courses and student workshops.	3.86	1.25	5	High
9	Increase activities and courses and support student workshops.	3.55	1.16	13	Medium
10	Forming student committees to deal with cases of student violence when they occur.	3.78	1.03	7	High
11	Intensify administrative and academic communication with the students to find out what problems they have.	3.81	1.21	6	High
12	Development of student counseling in the Deanship of Student Affairs.	3.95	1.23	3	High
13	To find guidance offices for students in all faculties of the university.	3.38	1.29	17	Medium
14	Holding religious awareness sessions for faculty members to eliminate the phenomenon of moderation in dealing with students.	3.58	1.35	12	Medium

15	Increase students' scientific research to fill their leisure time.	3.48	1.34	14	Medium
16	To identify places for female students in all university facilities and other places for male students so as to reduce their emotional connection to reduce emotional problems.	3.60	1.34	11	Medium
17	Encourages dialogue between students themselves and between students and academics	3.43	1.33	16	Medium
18	Activating academic guidance for faculty members	3.28	1.37	20	Medium
19	Focus on academics for judging students' assessment.	3.36	1.22	19	Medium
20	Taking into consideration the appointment of young people as university security and not the elderly.	3.89	1.43	4	High
21	Increase the number of buses working on campus to solve the problem of internal transport.	3.44	1.09	15	Medium
22	An annual student conference was held each year to discuss a different ethical issue.	3.69	1.06	9	High
23	Develop a code of conduct signed by elders and community leaders not to mediate for anyone involved in student violence.	4.08	1.03	2	High
<b>Suggested methods to reduce the phenomenon of student violence as a whole</b>		<b>3.58</b>	<b>0.72</b>	<b>-</b>	<b>Medium</b>

Table (10) shows that the methodological means of the proposed methods paragraphs to reduce the phenomenon of student violence ranged between (2.74-4.16), the highest of which is paragraph (1) which states "designing an electronic portal for students' parents to follow their academic and behavioral achievement" (4.16) and to a high degree, followed by paragraph (23), which provides for the preparation of a code of conduct signed by elders and community leaders not to mediate for those who participate in student violence with an mean of (4.08) and a high degree, and then paragraph (12) "Development of student counseling in the Deanship of Student Affairs" with an mean of (3.95) and at a high level, and at the rank (3), which states that "a meeting with the parents of new students in each college with an educational specialist at the beginning as a semester to raise awareness of educational methods to follow up their children at the university" with an mean of (2.74) Suggested methods to reduce student violence as a whole (3.58) and to a medium degree.

### Summary of results:

The study showed the following results:

- The existence of a high degree in the fields (politics and administration of the university, personal, and academic) at Al-Bayt University from the perspective of students.
- The existence of a middle degree in the proposed methods to reduce the phenomenon of student violence at Al-Bayt University from the perspective of students.
- There were statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the proposed methods of dealing with university violence from the perspective of the students themselves according to the variable (school year) and for third year students.
- There were no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in all fields of study and the tool as a whole depending on the variables (school year, place of residence, type of admission)

### Discussion of results

#### Discussion of the results related to the first question:

First: In the field of administration of the university, the results of the study showed that:

This is logical because the student is part of the Arab family, which is characterized by strong relations between the members of the family and their parents, especially since most students at Al-Bayt University depend on The student will be more concerned with his scientific achievement if he knows that his guardian will follow him continuously through the electronic portal because he is still living under the umbrella of the guardian, in addition to the ethical, respectable and reciprocal relationship prevailing in the Jordanian society between the student and his / her parents. And his guardian; which makes the student takes advantage of the leisure time to study, rather than the unintentional dialogue with colleagues and colleagues and the fabrication of attitudes leading to violence, respect and shame of his guardian if he learned of his behavior; all this may reduce the behavior of violence.

Second, "no volunteer programs" are present, but they are not enough to accommodate most students in their free time, which leads students to engage in violent behavior because there are no activities to fill their spare time.

In the third place came the policy of admission, forcing students to enroll in disciplines they do not want to

study. It is natural that if a student attends the specialization he wants, the motivation for study may be high, which may make the student so busy that he does not have time to think about violence. The student who enrolls in a specialty he does not want has no motivation to study, in addition to the psychological pressure he has for not joining the specialization he wants, which makes the student relieve these psychological pressures through violence.

Secondly, in the field related to the faculty member, the results showed that "not involving students in serious research" came first. The student who is interested in preparing the serious research may not find time to vacate and therefore do not have time to practice violent behavior. Engaging students in serious research may allow this void to practice violent behavior.

In the second place came the paragraph "focus only on the academic side without attention to the development of the personality of the student" It is natural that when the focus is not on the character of the student and to highlight the positive and lack of focus on the good values that constitute the character of the human effective, including the use of language dialogue in communication and communication, This may lead to the practice of violent behavior. Therefore, the university student should be made aware of the acceptance of the opinion and the other opinion, and the university student must have good university values. This may lead to the students' awareness of the positive values and their reflection on their behavior and keeping them away from violence.

Third: The field of the student: First came "the loyalty to the tribe or the city or village." This is normal because the Jordanian society is a tribal society, but the university student does not have enough experience in life to be aware of the tribal pros and cons of negativity, which makes it tribal and its pros and cons He is fanatic of the people of his tribe whether their behavior is positive or negative and is shared by violence.

In the second place came the feeling of fatigue after the distance between the different buildings of the university, although the administration of Al-Bayt University provided free transportation between the various university buildings on the campus, but it is not enough, distances between buildings are far away, which may exhaust the student physically, Thus, physical and psychological fatigue may be reflected in the behavior of the student through his translation into violent behavior.

#### **Discuss the results related to the second question:**

The results showed that there were no statistical differences in the degree of appreciation of Al-Bayt University students for the importance of the causes of the phenomenon of violence due to the school year, the place of residence, the type of admission. This may be due to the fact that all university students regardless of their academic year or type of admission or place They may know the causes of violence because they are all suffering, not a particular group that is suffering.

Second, the results showed that there are differences in the proposed methods of addressing university violence due to the variable of the school year for the third year students. This may be due to the fact that they are more aware of the first and second year students because they are more experienced in university life and thus more aware and logical in the methods of dealing with the phenomenon of university violence, However, although fourth year students are more experienced but may have come close to university, which has made them uninterested in introducing methods to address university violence as they are in the last year of study, their interest in this phase is focused on their studies so that they succeed and graduate only

#### **Discuss the results related to the third question**

As Al-Bayt University is located in a tribal area, it is normal for the family and tribal link to be strong. This is a positive value for the tribes. Therefore, we note that it came first in designing an electronic portal for students' parents to follow up on their academic and behavioral achievements. Elders and community leaders to not mediate for anyone who participates in student violence. "There may be a great deal of respect from students to their parents, which makes them not behave respectfully and shyly from their parents. Sometimes extreme respect may turn into fear; The intention of getting out of which the guardian to his son's behavior may make the student does not practice the behavior of violence because it is convinced that the guardian will inform the conduct of any violence exercised through the follow-up to the designated gate.

As the student knows that there are penalties that will be applied to him without any means or favoritism, he will retreat from the practice of violence; to be sure that the punishment of violence will be carried out; so we note that came in second place paragraph: the preparation of a code of conduct signed by Elders and community leaders not to mediate for anyone involved in student violence" .

In the last place came the paragraph: "a meeting with the parents of new students in each faculty on the one hand with the presence of educational specialist at the beginning of each semester to raise awareness of educational methods to follow their children in the university" Perhaps because most parents are currently educated and have knowledge of educational methods, Perhaps there is no time for him to come to the university and attend meetings; so this paragraph came in last place, while the paragraph of the existence of an electronic

portal came first because follow-up student requires only seconds with Quality of which is known as the guardian of his son's behavior

### Recommendations

- 1-Designing an electronic portal through the university page for parents of students to follow up their academic and behavioral achievements.
- 2-Work on increasing the extracurricular programs at the university so as to reduce the students' leisure time and increase their participation in beneficial work.
- 3-Reviewing the policy of accepting students and enrolling them in the disciplines they want in the university.
- 4-Training the administrators who deal directly with students through educational programs to promote the concepts of equality and justice in dealing with all students.
- 5-Develop a training program to enhance the skills of faculty members in providing students with good values and non-violence.
- 6-Holding a national conference to be attended by students and specialists from the academicians, experts and deans of student affairs to discuss the growing problem of university violence.

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